

**South Portland School Department
Proficiency-based Learning System
Implementation Plan**

SUMMARY OF YEAR 1 (2013-14) IMPLEMENTATION

Practice

6th Grade Implementation:

- Reported to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
 - 4** for Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target (calibrate and define during 2013-14)
 - 3** for meets (the high level of proficiency of the Essential Learning Targets for the course)
 - 2** for progressing toward or partially meeting (the high level of proficiency of the Essential Learning Targets for the course)
 - 1** for needing intervention (learning is not progressing at a rate to meet end-of-year target)
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
 - 3** for meets
 - 2** for partially meeting
 - 1** for insufficient demonstration

7-8th Grade Implementation:

- When computing numeric score (averages) for content learning teachers adhered to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets
 - M** for meets
 - P** for partially meeting
 - I** for needing intervention

9-12th Grade Implementation:

- Explored the practice of computing numeric score (averages) for content learning adhere to the following guidelines:
 - No “zero” averaged in for missing work
 - No “points off” for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Reported to parents and students about student progress toward proficiency in the a subset of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
 - M** for meets
 - P** for partially meeting
 - I** for needing intervention

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Items in yellow are description of what was accomplished. Items in teal are things not completed or revised from original goal.

**South Portland School Department
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Professional Development

Summer 2013

- individual meetings with the 10 teachers as requested
- JumpRope training in August by company trainers
- All day training initial, August Staff Development Day

School Year 2013-14

- weekly meeting available at each building
- all Early Release days dedicated to work with Director of Curriculum and/or Superintendent

Policy Work

- established Steering Committee
 - o defined “exceeds”
 - o provided feedback and information for “Honors & Recognition” Policy
 - o provided feedback and information for “Co-curricular Eligibility” Policy
- Board’s Policy Committee drafted “Honors & Recognition” Policy and “Co-curricular Eligibility” Policy
- Board’s did initial readings “Honors & Recognition” Policy and “Co-curricular Eligibility” Policy

Community Engagement

Staff Communication

HS Leadership Team: April 2013
MS Staff presentation: mid May 2013
6th Grade Teachers:
 Team Meetings: June 2013
 Team Time: Summer
 Staff Development Day: August
7th & 8th Grade Teachers
 Staff meetings
 Team meetings
 All day PD March 14
High School
 Department conversations on-going

Parent Meetings

Parent 6th Grade Orientation: early June
MS Handbooks: September
6th Grade Open House: September
Progress Reports: October 7
Parent Letter about portal: October 10

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Student Intro to portal: October 10

Notice of upcoming parent forum in Nov.: October 10

Email with username and password: October 11

PTA Question & Answer: September/October Meetings

Parent Forums @ each MS: Nov. 5 & 7

**South Portland School Department
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SUMMARY OF YEAR 2 (2014-15) IMPLEMENTATION

Practice

K-4th Grade Pilot at 1 Elementary School (2014-15):

- Report to parents and students about student progress toward proficiency on content standards (ELTs)

Benchmark Evidence=Sample progress reports

At Kaler Elementary School, teachers reported to parents and students about student progress toward proficiency on math content standards (ELTs) all 3 trimesters.

- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets

Benchmark Evidence=Sample progress reports

At Kaler Elementary School, teachers reported to parents and students about student progress toward proficiency on in the subset of the Guiding Principles known as the Habits of Work (ELTs) all 3 trimesters.

- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

Benchmark Evidence=Sample progress reports

At Kaler Elementary School, some teachers reported to parents and students about student progress toward proficiency in some of the remaining aspects of the Guiding Principles known as the 21st Century Skills (ELTs) all 3 trimesters.

5th – 8th Grade Implementation (2014-15):

- Report to parents and students about student progress toward proficiency on content standards (ELTs)

Benchmark Evidence=Sample progress reports

At all 5 elementary schools, teachers reported to parents and students about student progress toward proficiency on content standards (ELTs) for math, science, social studies, and E/LA all 3 trimesters.

- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets

Benchmark Evidence=Sample progress reports

At all 5 elementary schools, teachers reported to parents and students about student progress toward proficiency on in the subset of the Guiding Principles known as the Habits of Work (ELTs) all 3 trimesters.

- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

Benchmark Evidence=Sample progress reports

At all 5 elementary schools, some teachers reported to parents and students about student progress toward proficiency in some of the remaining aspects of the Guiding Principles known as the 21st Century Skills (ELTs) all 3 trimesters.

South Portland School Department Proficiency-based Learning System Implementation Plan

9-12th Grade Implementation (2014-15):

- Implement lessons aligned to Essential Learning Targets.

Benchmark Evidence=Curriculum Documents (i.e., maps) that show the teaching intentions for each target

Department Heads worked with HS staff to define the level of rigor on Cognitive and Application taxonomies at which each ELT would be assessed for proficiency. In addition, departments clarified in which classes the ELTs would be addressed and assessed. Not all departments were able to revise curriculum maps at the unit/lesson level to ensure instruction and assessment of all ELTs. However, grade 9 teachers in the core classes of math, science, social studies and English were able to update instructional units and assessments.

- Explore methods for supporting the development of and assessing of both sets of targets aligned to Guiding Principles, the Habits of Work Targets and 21st Century Skills Targets.

Benchmark Evidence=Department meeting minutes

Although discussions continued regarding assessment of Habits of Work at all levels and in all departments, comprehensive and systematic introduction to the 21st Century Skills did not take place in 2014-15. This will become a focus for 2015-16.

- Receive training and gain familiarity with the reporting tool.

Benchmark Evidence=Professional Development Agendas

During an Early Release, on October 29, 2014, the entire instructional staff of the HS met in the Lecture Hall to receive an overview of JumpRope, the SPSD's reporting tool. In addition, during an all day PD day, on May 6, 2015, the teachers slated to implement JumpRope in 2015-16 received two 2-hour training sessions with JumpRope personnel. Also, during an Early Release, on May 13, 2015, this same group received another 2 hour session to support their implementation of JumpRope.

- School-based committee creates detailed plan for implementation at the HS beginning in 2015-16.

Benchmark Evidence=Minutes and updates to Proposed Years 3-6

The HS building leadership team became the avenue for regular updates and discussions regarding the Steering Committee's work. Detailed discussions regarding HS implementation were undertaken by HS Principal, Superintendent, Assistant Superintendent, Director of Curriculum with input from the Steering Committee.

South Portland School Department Proficiency-based Learning System Implementation Plan

Professional Development

Summer 2014

- 42 hours of sessions devoted to MS. Gr. 5 Teacher, or Kaler Teachers:
 - o Formative Assessment in Proficiency-based Learning System
 - o Summative Assessment in Proficiency-based Learning System
 - o Student Self-Assessment Assessment in Proficiency-based Learning System
- 8+ hours of JumpRope Overview and Readiness Training

School Year 2014-15

- Individual building meetings for grade 5 teachers: September
- Individual PLC training for Kaler Teachers: September
- Mahoney Staff meeting follow-up: September
- Monthly team meetings scheduled at each MS
- JumpRope Overview and Formative Assessment in Proficiency-based Learning System to all HS teachers
- JumpRope Overview to all K-4 teachers
- Summative Assessment in Proficiency-based Learning System to HS teachers using JumpRope in 2015-16

Policy Work

- Steering Committee provided feedback and information
 - o for “Graduation Requirements” Policy
 - o for “Grading Policy” Policy
- Board’s Policy Committee drafted “Graduation Requirements” Policy and “Co-curricular Eligibility” Policy
- Board’s did initial readings “Honors & Recognition” Policy and “Grading Policy” Policy
- Board’s Policy Committee revised “Co-curricular Eligibility” Policy to reflect updates to roll-in plan and Graduation Requirements” Policy

Community Engagement

Parent Meetings

MS Parent 6th Grade Orientation: early June
MS Handbooks: September
6th Grade Open House: September
PTA Question & Answer: September/October Meetings
Parent JumpRope Session: October 29
Community Forums Nov. 9
Proficiency Coffee Chats: Jan. 7, 8, 22
Community Roundtables: Jan. 29 and Apr. 14

**South Portland School Department
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SUMMARY YEAR 3 (2015-16) IMPLEMENTATION

Practice

PreK-8th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)

Benchmark Evidence=Sample progress reports

- All K-8 teachers reported to parents and students about student progress toward proficiency on content standards (ELTs) for all content areas for all reporting periods.

- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets

Benchmark Evidence=Sample progress reports

- All K-8 teachers reported to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets for all reporting periods.

- Explore how the district will be reporting to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

Benchmark Evidence=Sample progress reports

- Some teachers of students in K-4, many teachers of students in grades 5-8 reported to parents and students about student progress toward proficiency in some of the remaining aspects of the Guiding Principles known as the 21st Century Skills (ELTs) for all reporting periods.

For reasons explained below, the original HS implementation for 2015-16 was revised.

As 8th grade students signed up for classes in spring 2015, it became clear that South Portland High School (SPHS) was not able to isolate classes as only 9th grade classes based on the courses incoming freshmen want to take. To create all possible offerings that students signed up for as only 9th grade classes would have resulted in compromising one of the great virtues of SPHS, which is the choice offered to all students. If SPHS had limited offerings to ensure 9th grade only classes, students would not have had access to some of the upper level math and science classes as well as many of the rich electives offered in music, science and world languages.

Typically, some classes that freshman take are strictly freshman and there are some that are a combination of freshman and upperclassman. Due to the fact that SPHS has a strong team structure at the 9th grade in the core classes (math, science, history and English) it was possible to create a set of classes that had only 9th graders in them and therefore functioned in a completely proficiency-based learning system. This meant, however, that there were classes that 9th graders took that had upper classmen in them and therefore were not a proficiency-based class.

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South Portland School Department Proficiency-based Learning System Implementation Plan

9th grade students on Team 2015-16

- Students who are on Team in a core content class will be receiving info in two systems
 - core classes (World History, English 9, Math I, Earth Science) receive a proficiency-based score on work completed and on periodic progress reports
 - classes that are combination of multiple grade levels will receive traditional grades, not reporting on individual targets but a composite of all targets, on work in class and periodic progress reports

Benchmark Evidence=Sample JumpRope progress reports and traditional report cards.

- The 12 HS teachers reported to parents and students about student progress toward proficiency on content standards (ELTs) for math, science, social studies, and E/LA for all reporting periods. Teachers of 9th grade students not teaching in a PbL class issued grades in a traditional 100 pt format.
 - The 12 HS teachers reported to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work targets for all reporting periods. Teachers not teaching in a PbL class issued indicators of HOW progress but not with a consistent understanding from teacher-to-teacher, or based on specific data.
 - The 12 HS teachers familiarized themselves but most did not report student progress toward proficiency in some of the remaining aspects of the Guiding Principles known as the 21st Century Skills (ELTs).
- BUT at the mid-year (semester end) and at the end of the year there will be a conversion of the proficiency scores to the 100 point scale, which produces a traditional looking transcript

Benchmark Evidence=Transcript with end-of-year conversion

Given information from colleges about transcripts not needs to be on the same scale for all years of HS, the decision to covert proficiency scores to the 100 point scale was reconsidered. Instead, traditional 100 point scale scores for 9th grade students will be converted to the 4 point scale at year end.

10th-12th grade students 2015-16

- All students in 10th – 12th grades will receive traditional grades, not reporting on individual targets but rather a composite of all targets, on classwork and on periodic progress reports

- AND transcripts will continue to have 100 point scale

Benchmark Evidence=Sample of progress report

- Students not in a proficiency-based course, received grades on the 100 point scale through Infinite Campus.

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South Portland School Department Proficiency-based Learning System Implementation Plan

Professional Development

Summer 2015

- 8 hours of individual department meetings for HS
- 14 hours of MS sessions devoted Planning for Instruction in PbL
- 18 hours of sessions for K-5 devoted to:
 - o Formative Assessment in PbL
 - o Summative Assessment in PbL
 - o Student Self-Assessment Assessment in PbL
- 20+ hours of supported work sessions
- 8+ hours of JumpRope Overview and Readiness Training

School Year 2015-16

- Support sessions for K-5 teachers during initial, September Staff Development day and October Staff Development day
- Early Release days all years were used to support proficiency-based work at the K-8 (i.e., rigor calibration, assessment reviews, breaking ELTs down into objectives/ "I can"s)
- CIA Director worked from HS weekly when in district; office hours were held at each elementary school twice during the first trimester
- Attendance at staff meetings as requested by principals
- JumpRope Initial Training to all HS teachers who will be teaching in a proficiency-based system in 2016-17

Policy Work

Policy Committee conducted on-going review of:

- "Graduation Policy" as the HS plan takes shape
- "Co-curricular Eligibility Policy" as the HS plan takes shape
- "Grading Policy"

PbL Steering Committee:

- recognition policy
- admission officer visit

Community Engagement

Elementary parent meetings to introduce the new reporting system

MS Open Houses

Regular meetings with the HS student senate

Expanded Committee

Newsletter

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South Portland School Department Proficiency-based Learning System Implementation Plan

NOTE: HS and district administration in conjunction with the Proficiency-based Learning District Steering Committee has considered the logistics of the HS implementation and has further refined its recommendation for implementation in the 2016-17 and years there after to the Board of Education. The following are ***under consideration as proposed*** steps in phasing into a complete implementation of a proficiency-based learning system at SPSHS.

SUMMARY OF PROPOSED YEAR 4 (2016-17) IMPLEMENTATION

9th -10th grade students 2016-17

- Ninth grade (Class of 2020) and tenth grade (Class of 2019) students will be taught and scored in a proficiency-based learning system in the 2016-17 school year. During the school year, students in ninth grade (Class of 2020) and tenth grade (Class of 2019) will receive progress reports from the electronic gradebook JumpRope. For those few students who are in a traditionally graded class (the 100 scale grading system), they will receive progress reports from Infinite Campus for those courses in addition to their JumpRope progress report. At the end of the year, when all grades are posted to the transcript, the 100 scale grades will be converted to 4 pt scale.
- However, to ensure that students who are on track to take more advanced courses that are part of a 4-year progression (such as world language, music, art, etc.) some ninth and tenth grade students may be placed in a class with juniors (Class of 2018) and seniors (Class of 2017). Classes that contain juniors and seniors will be assessed in the traditional 100 scale grading system. For these few students who are in a traditionally graded class (the 100 scale grading system), they will receive progress reports from Infinite Campus for those courses in addition to their JumpRope progress report. At the end of the year, when all grades are posted to the transcript, the 100 scale grades will be converted to 4 pt scale.

11th -12th grade students 2016-17

- Eleventh grade (Class of 2018) and twelfth grade (Class of 2017) students' grades will continue to be posted to their transcripts in the 100 scale.

South Portland School Department Proficiency-based Learning System Implementation Plan

Professional Development

Summer 2016

- 25+ hours of sessions devoted to Planning for Instruction in PbL
- 8+ hours of JumpRope Overview and Readiness Training

Rigor Taxonomies and Summative Evidence

99 SPSD teachers/admin +1 HS teacher from another district

24 HS

24 MS

47 Elem

Defining Objectives & Formative Feedback

106 SPSD teachers/admin +1 MS student teacher

27 HS

31 MS

44 Elem

Backward Planning Process & Unit Design

115 SPSD teachers/admin

27 HS

34 MS

51 Elem

School Year 2015-16

- Repeat of summer offerings on staff PD day, Oct. 7.
- Support sessions for K-5 teachers during initial, September Staff Development day and October Staff Development day
- 3 Early Release days dedicated to support of proficiency-based work at the K-12 (i.e., rigor calibration, assessment reviews, breaking ELTs down into objectives/ "I can"s)
- CIA Director works from HS weekly when in district; office hours were held at each elementary school
- Attendance at staff meetings as requested by principals
- JumpRope Initial Training to all HS teachers who will be teaching in a proficiency-based system in 2017-18

Policy Work

Policy Committee conducted on-going review of:

- "Graduation Policy" as the HS plan takes shape
- "Co-curricular Eligibility Policy" as the HS plan takes shape
- "Grading Policy"

PbL Steering Committee:

- public communication about transcripts

Community Engagement

Elementary parent meetings to introduce the new reporting system

MS Open Houses

Regular meetings with the HS students: student senate, classes, small groups

Expanded Committee

Newsletters

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SUMMARY OF PROPOSED YEAR 5 (2017-18) IMPLEMENTATION

9th -12th grade students 2017-18

- All classes will receive a proficiency-based score on work completed and on periodic progress reports

12th grade students 2017-18

- for all 12th recognition will be a two-tiered system reflecting Honors in the 100 pt. Scale and Latin Honors for proficiency
- 12th grade student transcripts will include a notation regarding the change in grading system

SUMMARY OF PROPOSED YEAR 6 (2018-19) IMPLEMENTATION

9th -12th grade students 2018-19

- All classes will receive a proficiency-based score on work completed and on periodic progress reports
- AND at the mid-year (semester end) and at the end of the year their transcripts will appear with a proficiency-based score for courses (1-4 scale) and a proficiency-based score for each content area on the other side of the transcript

SUMMARY OF PROPOSED YEAR 7 (2019-20) IMPLEMENTATION

9th - 12th grade students 2019-20

- All classes will receive a proficiency-based score on work completed and on periodic progress reports
- AND at the mid-year (semester end) and at the end of the year their transcripts will appear with a proficiency-based score for courses (1-4 scale) and a proficiency-based score for each content area on the other side of the transcript
- June 2020 first class that graduates with having received only proficiency-based scores in class, on progress reports and on transcripts